

**Early Child Care
and Education
Enhancement
Grants for Local
School Systems**

**Request for
Proposals**

**Maryland State Department of
Education**

**200 West Baltimore Street
Baltimore, MD 21201**

**Deadline
October 13, 2000**

**This document is available
In alternate formats.**

PROPOSAL DESCRIPTION

Name of Grant Program:

Judith P. Hoyer Early Child Care and Education Enhancement Grant

Authorization:

Annotated Code of Maryland, Education Article, Section 5-213

Dissemination:

July 10, 2000

Deadline:

October 13, 2000

4:00 p.m.

Purpose:

These grants will provide funds to local school systems to purchase early childhood education services and family support services from state regulated vendors that have obtained or initiated national or state program accreditation by the date of application (i.e., preschool for three-year-olds; prekindergarten, or extended kindergarten with the option to provide, in addition, family support services).

Required Components:

Proposals must contain the following to be considered for funding:

- Description of local school system's formal selection process to identify the best qualified vendor to provide early childhood education services and/or family support services
- Work plan, including a Memorandum of Understanding (MOU), to describe the type of early childhood education services purchased and provision of documentation that the program that provides early childhood education services has obtained or initiated national or state program accreditation.
- Vendors will have to provide early childhood education services and/or family support services all day (i.e., between 7 to 12 hours per day) and year around, including times of school closing and the summer months.

Priorities:

Priority (in the form of 3 points each) will be given to projects that incorporate one or more of the following:

- Vendors placed in Title 1 eligible schools.
- If local school systems are purchasing prekindergarten services from an early childhood program, the vendor will have to meet the following requirements of the Extended Elementary Education Program (COMAR 13A.06.02):
Section 05: Statewide Student Eligibility and Selection Criteria
Section 07: Program Requirements

Eligible Applicants:
[Local Boards of Education](#)

Proposal Review:

The review of proposals will be a four-part process.

- 1) Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all prescreen requirements will not be read.
- 2) A review committee established by the Maryland State Department of Education (MSDE) will evaluate written applications. The committee will be composed of representatives from outside agencies and MSDE personnel. Reviewers will comment upon the proposals and assign numerical scores.
- 3) Applicants may be scheduled for an oral program presentation as determined by the review committee.
- 4) Final approval for awards will be determined by the [State Superintendent of Schools](#).

MSDE reserves the right to take into consideration geographic distribution when making awards.

Award Notification:

Notification of awards will be sent by mail on [November 28, 2000](#)

Total Funds Available:

\$500,000

Length of Grants:

[January 1, 2001 until June 30, 2002, with renewable one-year extensions to June 30, 2005.](#)

Estimated Number of Grants:

[5](#)

Estimated Average Grant Amount:

\$100,000

Fund Use

Cost(s) incurred prior to the approval of the grant may not be funded through the award. Purchase of early childhood education services and/or family support services from a state regulated vendor that has obtained or initiated national or state accreditation by date of application (i.e., October 13, 2000).

Examples of local school systems purchasing services:

- Before and after early childhood services for public school preschool, prekindergarten or kindergarten programs to establish all-day early childhood education services;
- Prekindergarten for four-year old children whose birthdate is on or before December 31 of the year in which they apply for entrance;
- Extended early childhood education services for half-day kindergarten programs;
- Preschool for three-year old children;
- Family support services that promote parental involvement in their young children's learning (e.g., parenting, early literacy projects,

The funds may not be used for:

Supplanting existing funds
Capital improvement

The General Education Provisions Act (GEPA), Section 427:

Each application must develop and describe the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

Reporting Requirements:

Grantees must submit:

- Semiannual updates;
- Annual financial reports;
- Annual evaluation reports;
- A final evaluation, encompassing all funding cycles, within 60 days of the end of the grant period.

In addition, grantees will host at least one site visit per funding cycle.

Proposals must contain the following information, assembled in the order indicated:

1. Proposal Cover Sheet.
2. Project Abstract.
3. Table of Contents.
4. Project Narrative (10-page limit).
 - 4.1. Extent of Need.
 - 4.2. Goals, Objectives, and Milestones.
 - 4.3. Plan of Operation.
 - 4.4. Evaluation and Dissemination Plan.
 - 4.5. Management Plan/Key Personnel.
 - 4.5.1. Management Worksheet.
 - 4.5.2. Project Time Line.
 - 4.6. Integration with Educational Reform.
 - 4.7. Future Plans.
5. Budget Narrative.
 - 5.1. Line Item Listing of Budgetary Expenses.
 - 5.2. Itemized Budget Form.
6. Appendices. Do not append any required sections indicated above. Appendices are included below.
 - 6.1. Works Cited
 - 6.2. Résumés of Key Personnel.
 - 6.3. Signed assurances.
 - 6.4. [Memorandum of Understanding \(MOU\) with the state regulated vender\(s\).](#)

Submission Requirements:

- All pages of the project narrative must use one-inch margins and be numbered according to the prescribed numbering convention. (See “Table of Contents” section)
- The project statement that appears on the cover sheet must not exceed 100 words.
- The abstract must not exceed one page.

- Narrative must use line spacing of at least 1.5, and a type size of 12-point font. Charts may use single spacing and a type size of 10-point font.
- All copies of the proposal should be on standard size (8½" x 11") paper of regular weight.
- Bound copies must be stapled in the upper left corner. They should not be bound by glue, spirals, wire, clasps, or any other means.
- The prescribed coversheet must be the first page of the proposal.
- The original coversheet must be signed in blue ink. Copies of the coversheet must not be color photocopied.
- Application package **excluding** proposal cover sheet, table of contents, budget narrative, itemized budget form, signed assurances and appendices must not exceed ten (10) pages.
- All tables and charts must follow prescribed formats.

An unbound original proposal, together with 8 bound copies, and an electronic copy on 3½" floppy disk, in Microsoft Word format, MUST be submitted to:

Maryland State Department of Education
[Division of Instruction and Staff Development](#)
 200 West Baltimore Street
 Baltimore, MD 21201-2595
 Attention: [Ms. Trudy Collier](#)

Program Contacts:

[Ms. Trudy Collier](#)
[Chief, Language Development and Early Learning Branch](#)
[\(410\) 767-0341 \(voice\)](#)
[\(410\) 333-2379 \(fax\)](#)

Technical Assistance:

A technical assistance meeting will be held on
[Tuesday, August 15, 2000](#)
[9:30 a.m. to 12:00 p.m.](#)

[Howard County Government](#)
[George Howard Building](#)
[3430 Courthouse Dr.](#)
[Ellicott City, MD 21043](#)
[Telephone: 410-313-2001](#)
[\(Directions are enclosed\)](#)

[Deadline for submitting written questions to MSDE:](#)
[Thursday, August 24, 2000, at 12:00 p.m.](#)

[Written questions may be faxed to Dr. Rolf Grafwallner at 410-333-2379.](#)

Non-Discrimination Statement:

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting employment or in providing access to programs. For inquiries related to Department policy please contact:

Equity Assurance and Compliance Branch

Maryland State Department of Education

200 West Baltimore Street

Baltimore, MD 21201-2595

Voice: (410) 767 0426

TTY/TDD: (410) 333-6442

FAX: (410) 767-0431

PROPOSAL COVER SHEET

Every proposal must have a Proposal Cover Sheet. No other page must cover the proposal cover sheet. The subsequent information must be clearly stated in the following order:

- Name of applicant.
- Title of project.
- The words "[Judith P. Hoyer Early Child Care and Education Enhancement Grant for Local School Systems.](#)"
- Name of contact person.
- Address of contact person.
- Telephone, fax, and email address of contact person.
- Name, address, telephone and fax number of state regulated vendor(s)
- License or registration number and expiration date
- Memorandum of Understanding (MOU)
- Amount requested.
- Project statement (100-word limit).
- Dated signature of Superintendent of Schools.

The Project Cover Sheet should be printed on plain white paper and contain neither graphics nor additional information.

The project statement should briefly describe your project's outcome(s) and strategies (i.e., what your project will do and how it will do it). Do not exceed the 100-word limit. This statement will be used in press releases, board exhibits, etc.

PROJECT ABSTRACT

1-page limit

In the Project Abstract you introduce your project to the reader. It should be factual, brief, and focused on your efforts. Do not assume the reader is familiar with your proposed project.

The Project Abstract should cover the core aspects of the proposed project, while addressing the following questions:

- What is the problem?
- What populations, schools, or geographic areas will be served by the project?
- What are the goals and objectives of the project? (For brevity, these should be paraphrased.)
- What strategies are to be employed to address the problem?
- Who is the state regulated vendor, and what are its responsibilities?

TABLE OF CONTENTS

The Table of Contents is an important aid for the reader. When writing your proposal and constructing your table of contents, please use the following conventions:

- The Proposal Cover Sheet is not numbered but is considered to be page " i " (lower case, Roman numeral one).
- The Project Abstract is page " ii " (lower case, Roman numeral two).
- Do not list the Table of Contents as one of the pages in the table of contents.
- Table of Contents page(s) is(are) numbered iii, iv, etc.
- The extent of need is the first page of the project narrative and is numbered "1". Subsequent pages are numbered consecutively.
- The Budget is numbered as follows: "B-1, B-2, B-3".
- Appendices are labeled "Appendix A, Appendix B, Appendix C ".

PROJECT NARRATIVE

10-page limit

50 points total

The Project Narrative is your opportunity to convince readers that your project is sound and deserves to receive funding. Your Project Narrative should encompass the entire life of the project. When writing the Project Narrative, keep the following suggestions in mind:

- Be succinct and clear. Readers need to understand quickly and easily the components of your project and how they work together to address the stated needs.
- Do not assume the reader is familiar with your project; readers represent diverse backgrounds. Avoid jargon, and define all acronyms.
- Proofread the Narrative once it is complete. Check for style inconsistencies, redundancies, factual omissions, and unexplained assumptions. A good strategy is to let someone not familiar with the project read and critique the proposal before you submit it to MSDE.
- Be as detailed as possible. Use the entire page limit to explain your project. Use the Appendices to include information that may be important for the reader but will not fit within the Project Narrative. For clarity, it is important to reference in the body of the proposal any supplemental information included in the appendices.

A compelling proposal will have a clearly-defined problem supported by a needs assessment. A needs assessment is a systematic review of information collected from a variety of sources, analyzed to determine strengths and weaknesses, and prioritized for action in the proposal.

Note: The proposal must contain documentation of an updated waiting list, including name of family, name of child, date of birth of child, and date of registration.

Here are some suggestions for your needs assessment.

- Clearly state the main problem in your community in the first paragraph (e.g., need for early childhood education services such as prekindergarten or preschool for three-year olds)
- State what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them (e.g., parent surveys, early child care data base information)
- Present easily-measured quantitative data. (e.g., percentage of children eligible for free and reduced price meals, assessment information, demographic factors such as school mobility or level of literacy proficiency)
- State who is affected by the problem. State when and where the problem exists.
- Document current or past efforts to address the problem
- Discuss the local board of education's history or expertise in dealing the problem.

Goals, Objectives, and Milestones

10 of 50 points

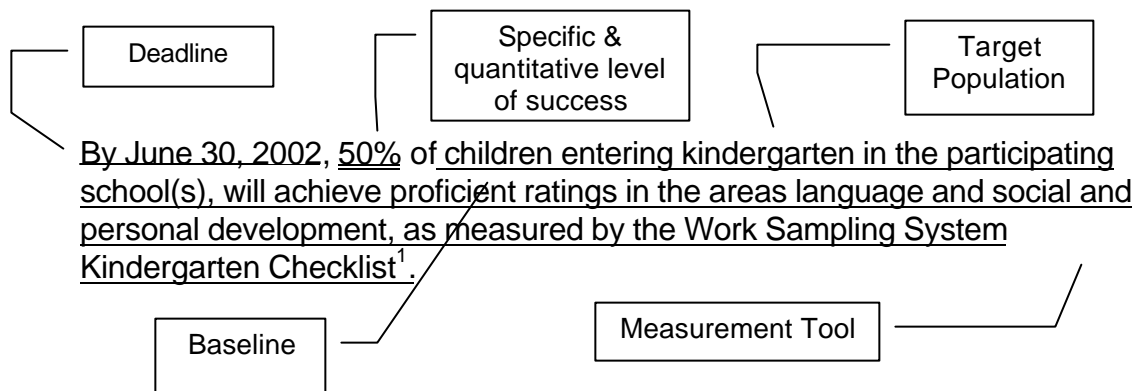
Goals, objectives, and milestones are all outcomes. Outcomes themselves are statements that tell how the project's target population would improve. Every outcome should describe a change in a target population.

In addition, they set standards of progress towards alleviating the problems identified in the needs assessment. **Statements that describe strategies or management issues are not proper outcome statements.**

Outcome statements:

- **Identify the target population.** Who is the specific population the outcome addresses?
- **Are realistic.** Outcomes must be attainable. It is unrealistic to expect that all children will achieve proficiency in all areas. Unrealistic outcomes set your project up for failure and are "red-flags" for reviewers.
- **Are measurable.** Outcomes must demonstrate clear achievement. A good outcome statement references easily-quantified indicators (e.g., ratings on developmentally appropriate assessment performance indicators).
- **Have deadlines.** All outcome statements specify by when they are to be achieved.
- **Reference state, local, or school-defined baseline data or standards.** To determine if your goal is both reasonable and ambitious, you should include local baseline data for comparison.

This is an example of an outcome statement containing all of the above elements:



Your proposal should identify three kinds of outcomes: goals, objectives and milestones.

The Goal

Note: If the local board of education is purchasing prekindergarten services, the goal should be aligned with the local board of education's goals, objectives, and milestones for the Extended Elementary Education Program (EEEP) from the existing School Accountability Funding for Excellence (SAFE) plan which established goal outcomes for June 30, 2003.

State the overall goal of your project with outcomes for June 30, 2003. The goal should address the main problem identified at the beginning of your needs assessment. While you must have at least one goal, it is possible to have multiple goals; however, the more goals you establish, the more complex your project becomes.

Goals must have long-term deadlines. If your project period covers multiple years, your goal should be set for the end of the project. If your project period is one year or less, your goal may have a deadline that extends beyond the project period.

Objectives

Objectives are the outcomes you anticipate accomplishing for each year of the project (i.e., June 30, 2001, and by June 30, 2002.) Objectives must be directly related to a goal. Objectives may break the long-term goal into steps or address the factors contributing to the problem addressed by the goal.

It is imperative that you establish objectives for every target population your project is designed to affect. For instance, if your project intends to increase student achievement by training teachers, you must have objectives for both students and teachers.

¹ Work Sampling System is a trademark of Rebus, Inc.

Milestones

Ongoing evaluation is essential to the management of a project. Since goals and objectives are not evaluated until the end of the year, milestones must be established to measure progress during the year. Milestones should be evaluated during the year, either quarterly or semiannually.

Because milestones are intended to indicate progress towards an objective, each milestone must be related to an objective. Keep in mind that milestones are indicators of progress, and may not use the same measurement tool as the objective to which they are related. A project may take months before it can have a significant impact upon clients, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Don't set overly-ambitious milestones.

Plan of Operation

20 of 50 points

In the Plan of Operation you should discuss the strategies and activities you will use to accomplish the outcomes, i.e., the plan of operation is for the period of January 1, 2001 to June 30, 2002.

Note: Grant awardees will be required to submit one-year continuation plans by April 1, 2002, and by the same date for 2003 and 2004.

Strategies

Note: If local boards of education are purchasing prekindergarten services, the strategies and activities should align with those for EEEP from the existing SAFE plan.

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish your outcomes. You should begin this section with a justification as to why did you chose your strategies and how they will help you achieve your outcomes. Your justification should cite research to support your strategies. It is essential that your project include strategies for each outcome, and outcomes for each strategy.

After you have answered why you chose your strategies, discuss how the strategies will be adapted to fit your particular project. What clients are you targeting, and how will they use or be affected by the services your project provides? How many clients from each client group will ultimately be serviced by your project, both directly and indirectly? Explain how you estimated the number of indirect clients served.

Activities

Activities are the specific steps you will take to accomplish the project objectives, and involve direct service to clients (children, parents, teachers or child care providers). Examples include: specific number of staff development sessions, type of before and after child care program. They may take place on a single date (e.g., a field trip), or over a period of time (e.g., the use of an innovative curriculum).

List the activities that your project will implement. Then relate each activity to a strategy. Next, group activities according to strategies. If necessary discuss how the activities relate to their respective strategies. Finally,

identify which clients and how many will be serviced by each activity.

Note: Actions outlined in your management plan are **not** activities. While these actions are needed to facilitate direct service, they do not render direct service themselves. Examples include the purchasing of equipment, the hiring of staff, evaluation procedures, and steering committee meetings. Do **not** address the elements of your management plan in this section.

Grantees are required to submit annual evaluation reports and semi-annual progress reports that are consistent with the project's goal and objective(s). Keep in mind that the final evaluation will consider the entire project, beginning to end it should not be viewed as what is done after the project's completion, but as an integral element in the project's planning, design, and implementation. An effective ongoing plan that evaluates milestones quarterly will enable you to make informed decisions about changes your project may need.

Note: MSDE is required to submit to the General Assembly a report by January 1, 2004 that includes an evaluation of the effectiveness of the Judith P. Hoyer Early Child Care and Education Enhancement Funds. Grantees are required to coordinate the involvement of the participating state regulated vendor and agencies in the evaluation process conducted by MSDE.

Evaluation & Dissemination Narrative

The topics listed below provide the basis for review of your evaluation plan, and you should address them with some specificity.

- **Evaluation Questions:** What questions will the evaluation seek to answer, based on the project's goal and objectives, implementation plan, and anticipated consequences? Use the outcomes as described in the goals and objectives (e.g., to what extent will children's outcomes as measured by an appropriate instrument be influenced by length of day, instructional approach, or other factors)
- **Evaluation Strategy:** What approach will be taken to find answers to the evaluation questions? What criteria will you use to assess lessons learned from the project? What populations will be included in your evaluation?
- **Data:** The type of data and method of data collection will depend upon the nature of the program, the questions, and the evaluation strategy. What measurement instruments will be used? How will you establish your baseline? There should be a combination of quantitative and qualitative data identified. How will project staff collect data from the various sites and organizations involved in the project? When considering data collection techniques, you should ensure that the resources are sufficient to use the proposed data collection techniques.
- **Evaluator(s):** Specify the individuals or groups who will conduct the evaluation. What are their qualifications? What are the responsibilities of key personnel?
- **Budgeting of resources and staffing for evaluation:** Your application's budget should reflect sufficient funds to carry out a thorough and useful evaluation. Note: 5 percent or less of the fund request may be earmarked for project evaluation.
- **Dissemination:** Details on how you will disseminate the project's findings to the major stakeholders, individuals with an interest in your project. The dissemination of the project's findings will be coordinated with the state evaluator.

Where many projects fail is in their management. You should submit a detailed and time-specific management plan with pre-assigned responsibilities so as to avoid the following common errors:

- Failure to submit required reports.
- Failure to regularly monitor performance of the project during implementation.
- Failure to start the project on time.
- Failure to keep adequate project documentation.
- Failure to assure continuity and quality of the project in light of personnel turnover.
- Changing without approval from MSDE the overall project from that described in the grant proposal.
- Submission of biased or incomplete project evaluation data.
- Having no approved project fiscal procedure in place.
- Disposal of project supplies, equipment, or other assets in unauthorized ways.
- Budget deviations due to unauthorized transfers from one budget category to another.
- Failure to manage inherent conflicts of policies, perspectives, and philosophies between project's host agency and the funder.
- Failure to form partnerships in which all members recognize and fulfill their clearly-defined roles, responsibilities, and contributions to the project.
- Failure to complete the project in a timely fashion.

Present a clear description of the state regulated vendor(s), their respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel, or other resources. It is essential that you document your vendors' commitments to the project in the form of the Memorandum of Understanding (MOU).

Your project should have an individual from the local board of education assigned to coordinate the project. This individual should be qualified in early childhood education. Duties of that individual should include establishing program procedures for the state regulated vendor, reviewing semi-annual reports, and making recommendations for programmatic change. The assigned individual would work directly or delegate responsibilities to work with the program staff of the vendor regarding joint staff development, instructional approaches, and support for individual children and families.

List the staff or personnel involved in the project's implementation. What are their qualifications? Append résumés of key personnel. How much of the coordinator's time is devoted to this project? Are there sufficient staff hours devoted to the project to ensure its proper implementation? What plans do you have in place to ensure the project will continue if there are problems with staff turnover?

Management Plan Worksheet

The Management Plan supports your implementation plan but does not contain direct service activities. Direct service activities belong on your Plan of Operation. Examples of management actions are the hiring of staff, ordering equipment, developing curricula, and holding steering committee meetings. None of these actions render direct service itself, but enables direct service activities to take place.

List on your Management Plan worksheet, in chronological order, all major management actions necessary to implement the project during the first year of funding. (Worksheets for subsequent years will be included in your action plans for those years.) Assign an approximate date for each action. If the action is ongoing, indicate the range of dates over which it will be implemented. A well-considered management plan assigns responsibility for action to a management team member. Indicate on the worksheet who is responsible for accomplishing each action.

Requirements made by the funder, MSDE, should also be included in your management plan. These include the annual financial report, submission of progress reports to MSDE, and the final evaluation. The final report will be your final evaluation.

Management Plan Worksheet

Action Description	Date	Person Responsible
<i>Brief Description #1</i>	<i>Date</i>	<i>Name or Position</i>
<i>Brief Description #2</i>	<i>Date</i>	<i>Name or Position</i>
<i>Brief Description #3</i>	<i>Date</i>	<i>Name or Position</i>
...
Funder's Requirements		
Semi-annual Report #1 Due	<i>Date</i>	<i>Name or Position</i>
Final Evaluation Process		<i>Name or Position</i>
Financial Report Due	<i>Date</i>	<i>Name or Position</i>
Annual Report Due	<i>Date</i>	<i>Name or Position</i>

Project Timeline

The Project Timeline is a Gantt chart with columns representing the months of the funding cycle. It should contain three sections: management, implementation, and evaluation.

Activity	Month											
	1	2	3	4	5	6	7	8	9	10	11	12
Management												
Registration of children	X											
Implementation												
Staff Development		X			X			X			X	
Evaluation												
Submit Final Evaluation												

Integration with Educational Reform

5 of 90 points

If a project is to be successful, it must be aligned with the goals, efforts and plans of Federal, State, and local governments, and school improvement teams. This section illustrates how the project is part of overall educational reform.

Some questions this section should answer are:

- How does this project help meet the goals and objectives of the School Improvement Team plan?
- How does this project fit into the LEA's master plan?
- How does this project help meet the county's or the local board of education's early childhood initiative?
- How does this project align with the district's SAFE plan?
- Does this project coordinate efforts with any other projects currently underway?
- Are there plans for any future projects that will coordinate with this one?
- Will resources be shared to increase efficiency and cost effectiveness?

Future Plans

5 of 90 points

Describe your plans for continuing the project beyond the funding cycle. How will you sustain the project after funding ends? What are your plans for maintaining the project's partnerships?

BUDGET NARRATIVE

No page limit

10 points

Your project's budget should detail every year of the project in a separate itemized budget for each year. It should demonstrate the extent to which the budget is reasonable, is cost-effective, and integrates other sources of funding. All costs described in the project narrative will appear in the budget narrative must have a corresponding entry in the itemized budget for that year.

Begin your budget with a narrative, justifying any line item expenses that are not obvious from the project narrative. Explain how you estimated the cost of your line items, if the rationale is not obvious. Show how your budget is cost effective.

Immediately following your justification, include a line-item description using the format in the example below. Group line items according to the following categories: *Salaries & Wages*, *Contracted Services*, *Supplies & Materials*, *Other Charges*, *Equipment*, and *Transfers*. Total each category.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example "meeting expenses" can be broken down into room rental, photocopying and refreshments. There is no page limit for the budget, so be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Use the format indicated by the following excerpt from a sample Budget Narrative.

Line Item	Calculation	Requested	In-kind	Total
Salaries & Wages				
Resource teacher (3 hours/week)	\$35/hour x 3 x 40	\$4,200	\$630 Fringe	\$4,830
Total Salaries & Wages:		\$4,200	\$630	\$4,830
Contracted Services				
Full day (10 hours) prekindergarten	\$4,550/child X 20	\$91,000	\$5,000 (Equipment) \$12,000 (Purchase of Care)	\$96,000
Total Contracted		\$91,000		\$96,000
Services:				
Total Direct Costs		\$95,200	\$17,630	\$112,830
Indirect Costs (3% of direct costs)		\$2,856		\$2,856
TOTAL Requested		\$98,056	\$5,630	\$115,686

Itemized Budget Form

The following page contains the itemized budget form that must be submitted with the application. If you

are having difficulties categorizing your budget, consult with the financial agent in your local school system. This form must be signed by both your district's Budget's Officer and the Superintendent or designee.

**CURRICULAR PROGRAMS
PROPOSED BUDGET
[YOUR DIVISION]
STATE/FEDERAL**

Recipient Agency Name			Grant Period	
Revenue Source Name			Fund Source Code	

See "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL

	STATE/FEDERAL
	LOCAL/MATCH
	TOTAL

Category/Program	Object						
	1-Salaries & Wages	2-Contracted Services	3-Supplies & Materials	4-Other Charges	5-Equipment	8-Transfers*	Budget by Cat./Prog.
201 Administration							
Program 21 General Support							
Program 22 Business Support							
Program 23 Centralized Support							
202 Mid-level Administration							
Program 15 Office of the Principal							
Program 16 Inst. Admin. & Superv.							
203-205 Instructional categories							
Program 01 Regular Programs							
Program 02 Special Programs							
Program 03 Career & Tech Prog.							
Program 08 School Library Prog.							
Program 09 Instructional Staff Dev.							
Program 10 Guidance Services							
Program 11 Psychological Serv.							
Program 12 Adult Education							
206 Special Education							
Program 04 Public Sch Inst. Prog							
Program 09 Instructional Staff Dev.							
Program 15 Office of the Principal							
Program 16 Inst. Admin. & Superv.							
207 Student Personnel Serv.							
208 Health Services							
209 Student Transportation							
210 Operation of Plant							
Program 30 Warehousing & Distr.							
Program 31 Operating Services							
211 Maintenance of Plant							
212 Fixed Charges							
214 Community Services							
215 Capital Outlay							
Program 34 Land & Improvements							
Program 35 Buildings & Additions							
Program 36 Remodeling							
TOTAL EXPENDITURES BY OBJECT							

*Includes the following: Payments to another LEA, nonpublic school, or state institutions; and Indirect Cost Recovery

Budget Approved by:						
	LEA Budget Officer	Grant Number		Grant Name (MSDE USE ONLY)		
Budget Approved By:						
	LEA Official	Phone #	Fax #	Date	MSDE Official	Date

APPENDICES

The following Appendices must be included but not apply to the page limit of the Project Narrative. Include other Appendices as you deem necessary.

Works Cited

Use a standard format such as MLA or Chicago Manual of Style. Be consistent.

Letters of Commitment

Letters of commitment are required from all project partners, school principals and local education agencies participating in the project. A good letter should contain the following:

- A statement acknowledging and supporting the goal and objectives of the project.
- The participant's expected gains from the project.
- The expertise, resources and financial contributions the participant is making towards the project. Financial contributions (in-kind and cash) should be quantified.
- A clear statement detailing the responsibilities of the partners.
- A clear statement that the partners intend to continue the partnership beyond the grant period.

Letters of commitment should be addressed to the superintendent or head of the grantee agency acting as the lead agency. Letters should not be addressed to MSDE. All letters should be included in the proposal and not sent directly to MSDE. Any letters sent directly to MSDE cannot be appended to the proposal.

Résumés of Key Personnel

Include a one-page resume for each person playing a key role in your project. Only information relevant to the project should be included in the résumé.

Signed Assurances

The following pages contain the assurances that must be signed and dated by the Superintendent of your school system or the head of your grantee agency. Please read all assurances carefully.

Assurances

1. Programs and projects funded in total or in part through this grant will operate in compliance with State and Federal laws and regulations, including but not limited to the 1964 Civil Rights Acts and amendments, Title IX of the Education Amendments of 1972, the Code of Federal Regulation (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provision Act (GEPA), the Maryland Education That Is Multicultural Regulation, Section 504 of Rehabilitation Act of 1973, and the Americans with Disabilities Act.
2. The Maryland State Department of Education may, as it deems necessary, supervise, evaluate, and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failure of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth as 34 CFR Part 76 & 80 and in applicable State law and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of progress reports.
5. Entities receiving \$300,000 or more of federal funds need to have an annual financial and compliance audit in accordance with OMB Circular A-133 or A-128, whichever is applicable.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Project Monitor before implementing any programmatic changes with respect to the purpose for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Project Monitor for any budgetary realignment of \$1000 or 15% of total object and/or total category of expenditure, whichever is greater. Grantee must support the request with reasons for the change. Requests for budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the Federal or State audit resolution process to have been misspent, unspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the Federal and/or State government.

11. If the grantee fails to fulfill its obligation under the grant agreement properly and on time, or otherwise violates any provision of the grant, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due grantee.

I accept the assurance, and certify that all of the facts, figures, and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency

Date